



ENGLISH

Public Release 2008

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Sample A

Read these sentences from the story.

But when I returned to class, I slipped the jacket on and shivered until I was warm. I sat on my hands, heating them up, while my teeth chattered like a cup of crooked dice.

Which of these words is used as a modifier in these sentences?

- A slipped
- **B** shivered
- C chattered
- D crooked

Sample B

Read the following sentences from a student summary of "The Tree."

- 1. The tree is old and has a scar.
- 2. Father wants to move the tree.
- 3. The tree is planted in sandy soil.

Which of these <u>most effectively</u> combines the ideas into one sentence?

- F Planted in sandy soil, Father wants to move the old, scarred tree.
- **G** The old, scarred tree is planted in sandy soil, which Father wants to move.
- H Father wants to move the old, scarred tree, which is planted in sandy soil.
- J The old tree has a scar and is planted in sandy soil so Father wants to move it.



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For Number 1, read the prompt below. Follow the directions in the prompt for writing your essay.



Write a well-organized essay in which you explain a difficult decision that you or someone you know had to make. Develop your ideas by explaining what led to the decision, why it was difficult, and what the results of the decision were. Be sure that your essay is fully developed, that it is logically organized, and that your choice of words clearly expresses your ideas.

Use the space on page __ of your Answer Book for planning your essay. Then write your essay on the lines on pages __ and __.



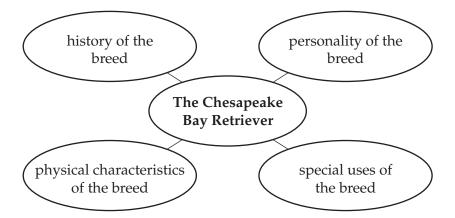
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A Maryland newspaper is conducting a writing competition. Ricky decided to submit an article about the Maryland state dog, the Chesapeake Bay retriever. Answer Number 2.

2 Before he began his draft of the article, Ricky created the graphic organizer below.



Which of these ideas belongs with the topic "personality of the breed"?

- F The breed includes traits of hounds, setters, and spaniels.
- **G** The breed is recognizable by its color, broad chest, and strong legs.
- H These dogs have also been trained to assist people with disabilities.
- J These dogs make good companions and like to use their mental abilities.





Read the draft of the first part of Ricky's article below. Then answer Numbers 3 through 6.

The Chesapeake Bay Retriever

- Maryland's official state animal is its own breed of dog, the Chesapeake Bay retriever. The breed, America's only native hunting dog, and was bred especially for bay conditions. Early settlers around the Chesapeake Bay liked to hunt, especially for ducks.
- The Chesapeake Bay retriever is thought to have originated with a shipwreck. In 1807, the crew of a Baltimore ship the Canton saw an English ship sinking at sea. The sailors of the Canton rescued the crew and two puppies aboard the English ship. The puppies, a type of Newfoundland breed, were given the names Sailor and Canton.
- ⁸ Sailor and Canton were bred with other dogs. ⁹ For the next seventy years, sportsmen and dog fanciers called Sailor's and Canton's descendants "Chesapeake Bay ducking dogs." ¹⁰ The breed's most distinguishing characteristic, its short, thick hair, helps the dog withstand the bay's tough conditions.



- Which sentence contains information that is NOT focused on the essay's topic and should be deleted?
 - A Sentence 3
 - **B** Sentence 4
 - C Sentence 6
 - D Sentence 9
- Which of these revisions of Sentence 2 makes it a complete sentence?
 - F The breed is America's only native hunting dog and was bred especially for bay conditions.
 - G The breed, America's only native hunting dog, especially for bay conditions.
 - H The breed, which is America's only native hunting dog, and was bred especially for bay conditions.
 - J The breed, America's only native hunting dog, and being bred especially for bay conditions.

5 Read Sentence 5 from Ricky's draft.

In 1807, the crew of a Baltimore ship the *Canton* saw an English ship sinking at sea.

What is the correct way to edit the underlined portion of Sentence 5?

- **A** ship the *Canton*, saw
- **B** ship, the *Canton* saw
- C ship, the Canton, saw
- D Best as it is





6 Read Sentence 8 from Ricky's draft.

Sailor and Canton were bred with other dogs.

Which sentence clearly and effectively adds supporting details to Sentence 8?

- F Sailor and Canton were strong swimmers, and they were bred with other dogs that had hunting abilities which is what was wanted in their offspring.
- G Sailor and Canton were strong swimmers and were bred with other dogs to develop hunting abilities in their offspring.
- H Sailor and Canton, they were strong swimmers who were bred with other dogs with hunting abilities in order to develop those hunting abilities in their offspring.
- J Sailor and Canton, strong swimmers, were bred with other dogs because they wanted hunting abilities in their offspring.





Numbers 7 through 14 should be answered upon reading the excerpt "Wanderlust" from the autobiography *A Life on the Road* by Charles Kuralt, which can be found at most local or school libraries.

"Wanderlust" is a memoir of Kuralt's early life on the road with his father, his childhood experiences on the farm, and the memory of winning a journalistic contest at age twelve.





- Based on the information in this excerpt, a reader can predict that the rest of the book will most likely be about Kuralt's
 - A lifetime travels
 - **B** childhood heroes
 - C parental influence
 - D favorite baseball teams

- Which of these ideas is <u>most</u> closely related to a theme developed in the essay?
 - F creative energy
 - **G** hope for the future
 - H family relationships
 - J desire for new experiences



- In paragraphs 3 and 4, Kuralt most likely includes information about his parents to
 - **A** demonstrate his sympathetic nature
 - **B** explain why he is so knowledgeable
 - C provide background information
 - D shift the focus from himself to other people
- Which pair of words <u>best</u> describes Kuralt's father?
 - F quiet and comforting
 - G annoyed and frustrated
 - H demanding and uninteresting
 - J entertaining and instructive

- Which statement <u>best</u> compares the difference between Kuralt's experiences with the Marines and his experiences with the baseball players?
 - A He is less respected by the baseball players than he is by the Marines.
 - **B** He finds more companionship and approval with the Marines than with the baseball players.
 - C He experiences travel indirectly with the Marines and directly with the baseball players.
 - D He enjoys the excitement of the Marines' stories more than the stories of the baseball players.





Read these sentences from the end of paragraph 8.

They are words that still give me a little thrill of importance all these years later. I did my twelve-year-old best to growl them like a veteran.

Kuralt most likely uses the word growl instead of say to suggest that he is

- F angry and impatient with the
- **G** uncertain about how to treat older people
- H acting immaturely to get the clerk's attention
- J trying to sound older and more experienced

Which of these phrases from the excerpt <u>best</u> communicates a positive tone?

- A wondered where the roads went (paragraph 2)
- **B** wrapped in a cloud of companionship (paragraph 5)
- C places I had trouble imagining (paragraph 6)
- D entered contests that promised travel as a prize (paragraph 8)



14 Read these sentences related to the passage.

- 1. Charles Kuralt's father took him on work-related trips.
- 2. Charles learned many things from his father.
- 3. The trips often lasted several days.

Which of these most effectively combines these ideas into one sentence?

- **F** Even though Charles Kuralt learned many things from his father, his father would take him on work-related trips that often lasted several days.
- **G** Lasting several days, Charles Kuralt's father took Charles on work-related trips, and Charles learned many things from his father on these trips.
- **H** Charles Kuralt learned many things from his father, who would take him on work-related trips that often lasted several days.
- J Charles Kuralt's father took Charles along on work-related trips that often lasted several days, learning many things.





Read the essay "The Architecture of a Soul." Then answer Numbers 15 through 20.

The Architecture of a by Terry Tempest Williams

Pink murex. *Melongena corona*. Cowry. Conch. Mussel. Left-sided whelk. Lightning whelk. True-heart cockle. Olivella. *Pribilof lora*. Angel wings.

These are the names of shells, the shells my grandmother and I catalogued together during the winter of 1963. I was eight years old.

With field guides all around us, we thumbed through plates of photographs, identifying each shell. Mimi would read the descriptions out loud to be certain our classifications were correct. Then, with a blue ball-point pen, we would write the appropriate name on white adhesive tape and stick it on the corresponding shell.

"It's important to have a hobby," Mimi said, "something to possess you in your private hours."

My grandmother's hobby was spending time at the ocean, walking along the beach, picking up shells.

For a desert child, there was nothing more beautiful than shells. I loved their shapes, their colors. I cherished the way they felt in the palm of my hand—and they held the voice of the sea, a primal sound imprinted on me as a baby.

"Your mother and I took you to the beach shortly after you were born," Mimi said. "As you got older, you played in the sand by the hour."

I played with these shells in the bathtub. The pufferfish was my favorite animal. I knew it was dead, dried out, and hollow, but somehow when it floated in the hot water next to my small, pink body, it came to life—a spiny globe with eyes.

Mimi would knock on the bathroom door.

"Come in," I would say.

She surveyed my watery world. I handed her the puffer, wet.

"When I die," she said smiling, "these shells will be your inheritance."

Thirty years later, these shells—the same shells my grandmother collected on her solitary walks along the beach, the shells we spread out on the turquoise carpet of her study, the shells we catalogued, the shells I bathed with—now rest in a basket on a shelf in my study. They remind me of my natural history, that I was tutored by a woman who courted solitude and made pilgrimages to the edges of our continent in the name of her own pleasure, that beauty, awe, and





curiosity were values illuminated in our own home.

My grandmother's contemplation of shells has become my own. Each shell is a whorl¹ of creative expression, an architecture of a soul. I can hold *Melongena corona* to my ear and hear not only the ocean's voice, but the whisperings of my beloved teacher.

'whorl: a circular arrangement of like parts, such as leaves or flowers around the same point of a stem; anything shaped like a curl



"The Architecture of a Soul" from *An Unspoken Hunger* by Terry Tempest Williams, copyright © 1994 by Terry Tempest Williams. Used by permission of Pantheon Books, a division of Random House, Inc.

Here is a diagram showing the steps the author and her grandmother use to catalogue seashells.



What should be written in the empty box?

- A Look for the best pictures of shells.
- **B** Choose the shells that have Latin names.
- C Identify each shell by comparing it to pictures.
- **D** Search for each shell shown in the field guides.





What is the <u>most likely</u> reason the author begins her essay with a list of names of shells?

- F The shells are important to the author's work as a naturalist.
- G The author values the shells because they are all that remain of her childhood.
- H The shells represent the memory of the author's grandmother and the time they spent together.
- J The author uses the shells to suggest the abundance of life forms that can be found in the sea.
- Which of these words <u>best</u> identifies the tone created by the author's description of her grandmother?
 - A grieving
 - **B** humorous
 - C puzzled
 - D sentimental

Based on information in the essay, with which of these statements would the author most likely agree?

- F Children need constant supervision during their leisure time.
- G Walking on the beach detracts from a child's good use of time.
- H Souvenirs carefully preserved will increase in monetary value over time.
- J A systematic and precise study of the natural world is a valuable way to spend time.



19 Read these sentences related to the essay.

- 1. My grandmother found a conch shell on a beach in Hawaii.
- 2. She gave me the conch shell.
- 3. It was a present for my birthday.

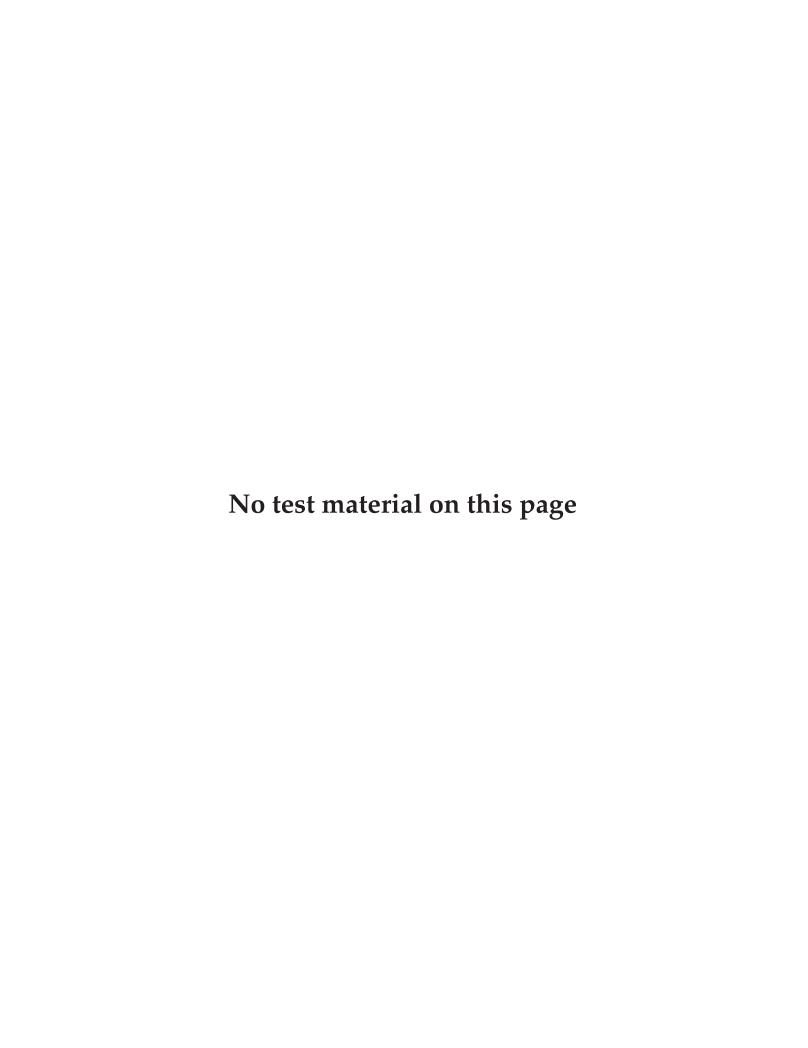
Which of these most effectively combines the ideas into one sentence?

- A Having found it on a beach in Hawaii, for my birthday, my grandmother gave me a conch shell as a present.
- **B** For my birthday, my grandmother gave me a present of a conch shell, and she had found it on a beach in Hawaii.
- C As a present for my birthday, my grandmother gave me a conch shell that she had found on a beach in Hawaii.
- **D** After my grandmother had found a conch shell on a beach in Hawaii, she gave me, as a present for my birthday, the shell.

| 20 | |
|-----|--|
| BCR | your response, include details and examples from the essay to support your |
| | conclusion. |

Use the space on page __ in your Answer Book for planning your response. Then write your response on the lines on page __.







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For Number 21, read the prompt below. Follow the directions in the prompt for writing your essay.

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ECR

Consider the following:

Some people think that new technologies do not always improve our lives but actually make things more complicated. For example, some believe that our lives would be simpler without digital video recorders, music players, and telephone answering devices.

Write a well-organized essay in which you agree or disagree with the idea that new technologies make our lives more complicated. Support your ideas with examples from your experiences or the experiences of others. Be sure that your essay is fully developed, that it is logically organized, and that your choice of words clearly expresses your ideas.

Use the space on page __ of your Answer Book for planning your essay. Then write your essay on the lines on pages __ and __.



The student paragraph below requires revisions and edits. Read the paragraph. Then answer Numbers 22 through 24.

The White House, the home of the President of the United States, is unique. It is a museum, an office complex, and a fortress as well as a home. The White House has six floors, 132 rooms, twelve chimneys, and three elevators. Every President's family adapting the White House to its own lifestyle. In 1879, the first telephone was installed, and the President's phone number was "1." In the early 1900s, the horse stables were converted to a garage. Teddy Roosevelt's sons rode pony's on the lawn, and Woodrow Wilson allowed sheep to graze there. Containing a movie theater and a bomb shelter, Franklin Roosevelt added the East Wing. Other Presidents have added a bowling alley, a golf putting green, and a jogging track. The changes to the White House reflect changes in American lifestyles, culture, and technology.

Which of these is an incomplete sentence that should be revised?

- F The White House, the home of the President of the United States, is unique.
- **G** Every President's family adapting the White House to its own lifestyle.
- H In the early 1900s, the horse stables were converted to a garage.
- J Other Presidents have added a bowling alley, a golf putting green, and a jogging track.

What is the correct way to edit the underlined part of Sentence 7?

- A Roosevelt's sons rode ponies
- **B** Roosevelts' sons rode ponys
- C Roosevelt's sons rode ponies'
- D Best as it is



24 Which of these is the best way to revise Sentence 8?

- **F** Franklin Roosevelt added the East Wing, which includes a movie theater and a bomb shelter.
- **G** When adding the East Wing, a movie theater and a bomb shelter were built by Franklin Roosevelt.
- H Contained within the East Wing, Franklin Roosevelt added a movie theater and a bomb shelter.
- J Franklin Roosevelt, adding the East Wing, included a movie theater and bomb shelter there.



Numbers 25 through 29 should be answered upon reading the poem "Good Hotdogs" from *My Wicked Wicked Ways* by Sandra Cisneros, which can be found at most local or school libraries.

"Good Hotdogs" is a poem about the memory of rushing to the store with a close friend to buy hotdogs after school. The speaker provides many sensory details to describe the experience.

- Which of these phrases best identifies the main focus of the poem?
 - A a fond memory
 - **B** favorite foods
 - C a forgotten friend
 - D childhood beliefs

- The poet's use of short phrases and the absence of punctuation throughout the poem create
 - F anxiety
 - **G** confusion
 - H excitement
 - J humor



27 Read lines 9 and 10 from the poem.

What do these lines show about the children in the poem?

- **A** They rarely do things together.
- B They are generous to many people.
- C They are good friends who share.
- D They sometimes quarrel about money.

28 Read lines 30 through 32 from the poem.

What common experience is celebrated in these lines?

- F a happy moment of companionship
- **G** the enjoyment of entertainment
- H the appreciation of fancy food
- J a leisurely break from school

Read lines 1 through 8 from the poem.

What word does line 8 describe?

- A school
- **B** home
- C blocks
- D store



Read the article "Titanic's Tempestuous Afterlife." Then answer Numbers 30 through 34.

Titanic's

Tempestuous Afterlife

by Lisa Moore LaRoe



"I cannot imagine any condition which would cause a ship to founder," said *Titanic's* captain, Edward J. Smith. Yet his faith in modern shipbuilding died with him, as did most of his 2,228 passengers and crew, when the unimaginable happened.

Since *Titanic's* discovery there have been a total of seven expeditions to the wreck in manned submersibles. On some of those missions, groups of international scientists have accompanied the salvagers and photographers to study the ship's structure, disintegration, and metals as well as her deep-ocean environment in hopes of solving some of *Titanic's* enduring mysteries. They've made some startling discoveries.

At the time of *Titanic's* sinking, it was widely held that she had suffered a 300-foot gash in her starboard side that opened her up to massive flooding. During testimony after the tragedy, naval architect Edward

Wilding from Harland & Wolff, *Titanic's* builders, speculated that a more likely scenario was that several of the ship's 16 "watertight" compartments had suffered small but significant individual damage, which allowed water to fill them at different rates, thus keeping the ship afloat for two and a half hours.

Because much of *Titanic's* bow section is buried in mud, Bob Ballard¹ and his team could not see where most iceberg damage would have been. They did, however, see some separations along steel hull plates where rivets had popped free, perhaps on impact with the ice.

¹**Bob Ballard:** founder and head of the Institute for Exploration, specializing in deep-ocean archaeology



When the French submersible *Nautile* 4 visited the wreck in 1996, she held acoustic² equipment that allowed scientists to "see through the mud" covering the bow. They saw six thin slits, some no wider than a finger, at different points along the hull. Naval architects, again from Harland & Wolff, had earlier used a computer model to learn what kind of flooding such openings below the waterline could have caused had they resulted from hitting the iceberg. They determined that pressure could have forced water into the hull at a rate of nearly seven tons a second, fast enough to sink the bow after about two hours.

Researchers have also been studying metal samples and rivets retrieved from the wreck. Some steel from that time was higher in sulfur and phosphorus than is common today, and it fractured easily in extremely cold temperatures. The temperature in the North Atlantic on *Titanic's* fateful night was near freezing, cold enough to have made the metal brittle. In addition, a few of the ship's wrought-iron rivets were found to have a high slag³ content as well as structural imperfections that may have caused them to unzip along hull seams. Finally, computer analysis shows that as the bow sank and the stern began to rise, the

stress on the ship's midsection was more than 50 percent greater than *Titanic* was designed to bear. This combination of stress, cold, and structural imperfections may have caused the ship to snap apart like shattering glass.

6

Such technical analyses are enlightening. But it is the eyewitness accounts that most strongly convey the human tragedy of the ship's final moments. Wrote survivor Jack Thayer: "We could see groups of the almost fifteen hundred people still aboard, clinging in clusters or bunches, like swarming bees; only to fall in masses, pairs or singly, as the great after part of the ship . . . rose into the sky. . . . Gradually she turned her deck away from us, as though to hide from our sight the awful spectacle." The "long continuous wailing chant" of those left adrift in the icy sea eventually faded away.

What's next for *Titanic*? Her salvage and the controversy surrounding it will continue. One company is seeking the right to lead sightseeing tours to the wreck. Ironeating bacteria are devouring her hull. Yet one fact remains uncontested: *Titanic* continues to hold the hearts and minds of people around the world.



²acoustic: of or pertaining to sound

³slag: rough, hard waste material left after metal is separated from ore by melting

[&]quot;Titanic's Tempestuous Afterlife" by Lisa Moore LaRoe from Titanic: Collector's Edition, copyright © 1998 by National Geographic Society. Used by permission of the National Geographic Society.

The information in the article helps a reader consider the issue of

- F exploring the ocean's environment
- **G** understanding the mysteries of the past
- H benefiting from international cooperation
- J finding volunteers to conduct explorations

Which of these phrases <u>best</u> describes the author's attitude toward the various studies of the wreck of the *Titanic*?

- A fascinated by the new discoveries
- **B** fearful of what the studies might reveal
- C amused by the methods of the researchers
- **D** disapproving of the disturbance of the wreck

32 Read this sentence from the article.

This combination of stress, cold, and structural imperfections may have caused the ship to snap apart like shattering glass.

The subject of the sentence is

- **F** combination
- **G** stress
- H cold
- J imperfections



According to the information in paragraph 4, the use of technology enabled scientists to

- A pinpoint the ship's location
- **B** raise the remains of the *Titanic*
- C improve modern shipbuilding procedures
- **D** determine the structural damage of the *Titanic*

- Which phrase explains why the author most likely includes the eyewitness account in paragraph 6?
 - F to show that there were survivors of the sinking
 - G to lessen the impersonal, scientific tone of the article
 - H to encourage readers to support additional research
 - J to clarify the actions of those still on the ship



The student paragraph below requires revisions and edits. Read the paragraph. Then answer Numbers 35 and 36.

| The morning is silent. 2 My dog sleeps quietly in the corner of | | |
|---|--|--|
| my room. ³ He isn't crying for his morning run yet. ⁴ From my three | | |
| brothers rooms come no sounds of showers or morning rituals. | | |
| ⁶ I can sleep, too, but I choose instead to | | |
| listen to silence. 7 I choose simply to enjoy the peace of the early | | |
| morning. | | |
| | | |

- Which sentence best fills the blank and connects the ideas in Sentences 4 and 6?
 - A The pulsing rhythm of last night's rock concert replays in my mind.
 - **B** I dream that my lost birthstone ring miraculously reappears on my finger.
 - C I can hear my neighbor's lawn mower roaring outside, just under my window.
 - D The coffeemaker hasn't yet gone into its automatic drip mode, but continues to sleep.

- What is the correct way to edit the underlined part of Sentence 4?
 - F brother's rooms
 - **G** brothers' rooms
 - H brothers's rooms
 - I Best as it is





Read the story "Winter Hibiscus." Then answer Numbers 37 through 45.



Saeng, a teenage girl, and her family have moved to the United States from Vietnam. As Saeng walks home after failing her driver's test, she sees a familiar plant. Later, she goes to a florist shop to see if the plant can be purchased.

It was like walking into another world. A hot, moist world exploding with greenery. Huge flat leaves, delicate wisps of tendrils, ferns and fronds and vines of all shades and shapes grew in seemingly random profusion.

"Over there, in the corner, the hibiscus. Is that what you mean?" The florist pointed at a leafy potted plant by the corner.

There, in a shaft of the wan afternoon sunlight, was a single bloodred blossom, its five petals splayed back to reveal a long stamen tipped with yellow pollen. Saeng felt a shock of recognition so intense, it was almost visceral.¹

"Saebba," Saeng whispered.

A saebba hedge, tall and lush, had surrounded their garden, its lush green leaves dotted with vermilion flowers. And sometimes after a monsoon rain, a blossom or two would have blown into the well, so that when she drew the well water, she would find a red blossom floating in the bucket.

Slowly, Saeng walked down the narrow aisle toward the hibiscus. Orchids, lanna bushes, oleanders, elephant ear begonias, and bougainvillea vines surrounded her. Plants that she had not even realized she had known but had forgotten drew her back into her childhood world.

When she got to the hibiscus, she reached out and touched a petal gently. It felt smooth and cool, with a hint of velvet toward the center—just as she had known it would feel.

And beside it was yet another old friend, a small shrub with waxy leaves and dainty flowers with purplish petals and white centers. "Madagascar periwinkle," its tag announced. *How strange to see it in a pot*,

¹visceral: deeply felt; instinctive English Public Release 2008



Saeng thought. Back home it just grew wild, jutting out from the cracks in brick walls or between tiled roofs.

And that rich, sweet scent—that was familiar, too. Saeng scanned the greenery around her and found a tall, gangly plant with exquisite little white blossoms on it. "Dok Malik," she said, savoring the feel of the word on her tongue, even as she silently noted the English name on its tag, "jasmine."

One of the blossoms had fallen off, and carefully Saeng picked it up and smelled it. She closed her eyes and breathed in, deeply. The familiar fragrance filled her lungs, and Saeng could almost feel the light strands of her grandmother's long gray hair, freshly washed, as she combed it out with the fine-toothed buffalo-horn comb. And when the sun had dried it, Saeng would help the gnarled old fingers knot the hair into a bun, then slip a *dok Malik* bud into it.

Saeng looked at the white bud in her hand now, small and fragile. Gently, she closed her palm around it and held it tight. That, at least, she could hold on to. But where was the fine-toothed comb? The hibiscus hedge? The well? Her gentle grandmother?

A wave of loss so deep and strong that it stung Saeng's eyes now swept over her. A blink, a channel switch, a boat ride into the night, and it was all gone. Irretrievably, irrevocably gone.

And in the warm moist shelter of the greenhouse, Saeng broke down and wept.

It was already dusk when Saeng reached home. The wind was blowing harder, tearing off the last remnants of green in the chicory weeds that were growing out of the cracks in the sidewalk. As if oblivious to the cold, her mother was still out in the vegetable garden, digging up the last of the onions with a rusty trowel. She did not see Saeng until the girl had quietly knelt down next to her.

Her smile of welcome warmed Saeng. "Ghup ma laio le? You're back?" she said cheerfully. "Goodness, it's past five. What took you so long? How did it go? Did you—?" Then she noticed the potted plant that Saeng was holding, its leaves quivering in the wind.

Mrs. Panouvong uttered a small cry of surprise and delight. "Dok faeng-noi!" she said. "Where did you get it?"

"I bought it," Saeng answered, dreading her mother's next question.

"How much?"

For answer Saeng handed her mother some coins.

"That's all?" Mrs. Panouvong said, appalled, "Oh, but I forgot! You and the Lambert boy ate Bee-Maags²...."

"No, we didn't, Mother," Saeng said.

"Then what else—?"

"Nothing else. I paid over nineteen dollars for it."

"You what?" Her mother stared at her incredulously. "But how could you? All the seeds for this vegetable garden didn't cost that much! You know how much we—" She paused, as she noticed the tearstains on her daughter's cheeks and her puffy eyes.

"What happened?" she asked, more gently.

²Bee-Maags: mother's attempt to say "Big Macs," a popular fast-food sandwich



24

14

"I—I failed the test," Saeng said.

For a long moment Mrs. Panouvong said nothing. Saeng did not dare look her mother in the eye. Instead, she stared at the hibiscus plant and nervously tore off a leaf, shredding it to bits.

Her mother reached out and brushed the fragments of green off Saeng's hands. "It's a beautiful plant, this *dok faeng-noi,*" she finally said. "I'm glad you got it."

"It's—it's not a real one," Saeng mumbled. "I mean, not like the kind we had at—at—" She found that she was still too shaky to say the words *at home*, lest she burst into tears again. "Not like the kind we had before," she said.

"I know," her mother said quietly. "I've seen this kind blooming along the lake. Its flowers aren't as pretty, but it's strong enough to make it through the cold months here, this winter hibiscus. That's what matters."

She tipped the pot and deftly eased the ball of soil out, balancing the rest of the plant in her other hand. "Look how root-bound it is, poor thing," she said. "Let's plant it, right now."

She went over to the corner of the vegetable patch and started to dig a hole in the ground. The soil was cold and hard, and she had trouble thrusting the shovel into it. Wisps of her gray hair trailed out in the breeze, and her slight frown deepened the wrinkles around her eyes. There was a frail, wiry beauty to her that touched Saeng deeply.

"Here, let me help, Mother," she offered, getting up and taking the shovel away from her.

Mrs. Panouvong made no resistance. "I'll bring in the hot peppers and bitter melons, then, and start dinner. How would you like an omelet with slices of the bitter melon?"

"I'd love it," Saeng said.

Left alone in the garden, Saeng dug out a hole and carefully lowered the "winter hibiscus" into it. She could hear the sounds of cooking from the kitchen now, the beating of eggs against a bowl, the sizzle of hot oil in the pan. The pungent smell of bitter melon wafted out, and Saeng's mouth watered. It was a cultivated taste, she had discovered—none of her classmates or friends, not even Mrs. Lambert, liked it—this sharp, bitter melon that left a golden aftertaste on the tongue. But she had grown up eating it and, she admitted to herself, much preferred it to a Big Mac.

The "winter hibiscus" was in the ground now, and Saeng tamped down the soil around it. Overhead, a flock of Canada geese flew by, their faint honks clear and—yes—familiar to Saeng now. Almost reluctantly, she realized that many of the things that she had thought of as strange before had become, through the quiet repetition of season upon season, almost familiar to her now. Like the geese. She lifted her head and watched as their distinctive V was etched against the evening sky, slowly fading into the distance.

When they come back, Saeng vowed silently to herself, in the spring, when the snows melt and the geese return and this hibiscus is budding, then I will take that test again.

"Winter Hibiscus" by Minfong Ho, copyright © 1993 by Minfong Ho, from *Join In, Multiethnic Short Stories*, by Donald R. Gallo, ed. Used by permission of Dell Publishing, a division of Random House, Inc.

Which of the following themes is most strongly supported by the details of the story?

- A working hard
- B respecting elders
- C adjusting to changes in life
- **D** learning to appreciate nature

Read these sentences from paragraph 24 of the story.

"You what?" Her mother stared at her incredulously.

The details in paragraph 24 show that the word *incredulously* most likely means

- **F** with joy
- **G** with fear
- H with disbelief
- J with sympathy



- The words and actions of Saeng's mother show that the mother is mostly
 - A critical
 - **B** disappointed
 - C thrifty
 - D understanding
- **40** For Saeng, the hibiscus represents all of the following EXCEPT
 - F ability to overcome obstacles
 - **G** affection for her new country
 - H connection to her past experiences
 - J comfort in a time of disappointment

- Which of these conclusions about Saeng is <u>best</u> supported by information in the story?
 - A She has difficulty making new friends.
 - B She prefers gardening to school work.
 - C She values the uniqueness of tropical plants.
 - D She is comforted by memories of her homeland.





42 Carefully examine the details of the photograph below.



© Paul A. Souders/CORBIS

Both the photograph and the story express all of these ideas EXCEPT

- F seeming out of place
- **G** adapting to circumstances
- H being determined to survive
- J being merely an object of beauty



43 Read this sentence from paragraph 14 of the story.

As if oblivious to the cold, her mother was still out in the vegetable garden, digging up the last of the onions with a rusty trowel.

Which word is used as the subject of the sentence?

- A cold
- B mother
- C garden
- **D** onions

44 Read these sentences related to the story.

- 1. Saeng's mother started to dig a hole in the ground for the plant.
- 2. Saeng took the shovel and finished the planting.
- 3. Saeng's mother took the hot peppers and the bitter melons.
- 4. Saeng's mother went inside to start dinner.

Which pair of sentences most effectively combines the ideas of the four sentences?

- F After her mother had started to dig a hole in the ground for the plant, Saeng took the shovel and finished the planting. Meanwhile, Saeng's mother took the hot peppers and bitter melons and went inside to start dinner.
- **G** Having started to dig a hole in the ground for the plant, the shovel was given to Saeng by her mother to finish the planting. Her mother then went inside to start dinner taking the hot peppers and the bitter melons with her.
- H Saeng took the shovel and finished the planting after her mother had started digging a hole in the ground for the plant. In this way, Saeng's mother was able to go inside to start dinner, taking in the hot peppers and bitter melons.
- J Saeng took the shovel and finished the planting after her mother started digging a hole in the ground for the plant. Saeng's mother took the hot peppers and bitter melons also going inside to start dinner.





45

Read the last paragraph of the story.

When they come back, Saeng vowed silently to herself, in the spring, when the snows melt and the geese return and this hibiscus is budding, then I will take that test again.

Write a response that explains why the author concludes the story with this paragraph. In your response, include details and examples from the story that support your ideas.

Use the space on page __ in your Answer Book for planning your response. Then write your response on the lines on page __.



irections

For Numbers 46 and 47 read the sentence in bold print. Then choose the <u>most</u> clear and effective revision of the sentence.

- Set in Baltimore, Laura Lippman's mystery novels offer the reader interesting details about the city life as well as having suspenseful plots.
 - F Laura Lippman's mystery novels, offering a reader interesting details about city life, are set in Baltimore as well as having suspenseful plots.
 - **G** Laura Lippman's mystery novels, which are set in Baltimore, offer a reader interesting details about city life as well as suspenseful plots.
 - H Laura Lippman's mystery novels, having suspenseful plots, offer a reader interesting details about city life, and they are set in Baltimore.
 - J Laura Lippman's mystery novels, which offer a reader interesting details about city life, they have suspenseful plots, and they are set in Baltimore.





47

The Mane High School Lions have won only two games, and they have their fans' support, and opponents respect them.

- A Although the Mane High School Lions have won only two games, they have their fans' support and their opponents' respect.
- **B** Because they are respected by opponents and supported by fans, the Mane High School Lions, they have won only two games.
- C Although they have fans supporting them and they have opponents respecting them, the Mane High School Lions, have won only two games.
- **D** Because the Mane High School Lions have won only two games, their fans support them, as well as the respect of opponents.



irections

In Jessica's English class, students are writing about artists they admire. Jessica decided to write about the piano player and composer Eubie Blake. The draft of Jessica's essay requires revisions and edits. Read the draft. Then answer Numbers 48 through 52.

1 Maryland is the home state of Eubie Blake. 2 Blake was a very famous African American musician who wrote and performed ragtime music, a kind of jazz. 3 He was born on February 7, 1883, in Baltimore. 4 Sometime around the age of four or five, Blake playing his family's pump organ. 5 Noticing his interest in music, his parents enrolled him in piano lessons. 6 At the age of 15, against his mother's wishes, Blake began playing ragtime piano in and around Baltimore. 7 He continued to perform and met the most important musicians of his time. 8 By partnering with some of these musicians, Blake created vaudeville acts and Broadway shows which were the source of his most famous songs. 9 Among these shows was one of his more famous, "Shuffle Along." When the ragtime era ended, Blake took a long, twenty-three year break from music.
11 However, at the age of 56, he returned to music, touring the world, playing piano, and lecturing about ragtime music. 12 He lived to be one hundred years old and died on February 12, 1983.





Which of these <u>best</u> combines the ideas in Sentences 1 and 2?

- F A very famous African American musician, Eubie Blake was from Maryland, and he wrote and performed ragtime music, which is a kind of jazz.
- G Eubie Blake wrote and performed ragtime music, a kind of jazz, and was born in Maryland, and was a very famous African American musician.
- H Eubie Blake, a very famous African American musician from Maryland, wrote and performed ragtime music, a kind of jazz.
- J Ragtime music, which is a kind of jazz, was written and composed by Eubie Blake, who was a very famous African American who was a musician and whose home state was Maryland.

Which of these is an incomplete sentence that should be revised?

- A Sometime around the age of four or five, Blake playing his family's pump organ.
- **B** Noticing his interest in music, his parents enrolled him in piano lessons.
- C Among these shows was one of his more famous, "Shuffle Along."
- D He lived to be one hundred years old and died on February 12, 1983.



50 Which sentence most clearly and effectively adds supporting details to Sentence 7?

- F He continued to perform and met the most important musicians of his time, including singer Noble Sissle, becoming later his long-time collaborator.
- G He continued to perform and met the most important musicians of his time, including singer Noble Sissle, who later would become his long-time collaborator.
- **H** He continued to perform and met the most important musicians of his time, and he met singer Noble Sissle, because she would later become his long-time collaborator.
- J He continued to perform and met the most important musicians of his time, one of whom included singer Noble Sissle, and she later would become his long-time collaborator.



- Jessica used information from an Internet site about famous Marylanders in her essay. All of these would be included in the bibliographic citation for the Internet site EXCEPT
 - **A** the title of the article
 - **B** the Internet site address
 - **C** the title of the Internet site
 - D the number of related links

- After reading about Eubie Blake,
 Jessica wanted to learn more about
 jazz music. Which of these books
 would provide her with the best
 introduction to jazz?
 - F Jazz 101: A Complete Guide to Jazz
 - **G** Modern Jazz Piano: A Study in Harmony
 - **H** *Jazz Genius: Biographies of American-Jazz Musicians*
 - J Jump into Jazz: The Basics and Beyond for Jazz Dance Students





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